Collaborative Learning and the ECAI TimeMap Interface: A wish list

Tom McRae

Indiana University

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www.indiana.edu/~clai/ jmcrae@indiana.edu
The Collaborative Learning Archive Initiative (CLAI; www.indiana.edu/~clai/), which was directly inspired by the example of ECAI, is designed to facilitate the creation of archives of knowledge that might be enriched by the advancement of other students and scholars. Discussion will reveal other ways in which this wonderful resource can be made more useful in these different contexts. Hopefully, the ensuing remarks will describe enhancements to the TimeMap Interface that would allow the controlled Interface feature set and (b) the collaborative compile and review exercises for students working in a low (a) training and learning exercise, which would be made even more useful by software enhancements that would allow for the dynamic display of personalized data, but it could be used to study the common subjects. The TimeMap Interface is an excellent tool for students and their instructors, or groups of scholars dedicated to the specific fields. These collaborative communities may be classrooms of by communities of writers working under the editorial direction of ECAI, is designed to facilitate the creation of archives of knowledge. CLAI, www.indiana.edu/~clai/.
I. Introduction to CLAI: “there’s only Learning”

A. Goal:

redesign learning environment to use students’ own energies to catalyze their own learning

“each generation (classroom) of students contributes to

philosophy, modified to . . . an implementation of the “each one teach one”

“each generation of their own and successive generations”

energizes to catalyze their own learning

redesign learning environment to use students’ own energies
B. Basic CLAI components

specification of classes, grade levels, and delivery formats

informational resources encoded so as to be useful to a broad

specrum of classes, grade levels, and delivery formats

of a sharable learning archive

peers in later course iterations: cumulative development
course assignments as meaningful contributions designed for

"whoever's working is doing the learning"

subject learning through authorship of explanatory/analytic

students for participation in an authorial community

in-class exercises and homework as progressive training of
C. Basic Learning Strategy:

Information delivery through paper and web.

Classroom time: exercises, discussion, fielding questions.

Mini-lectures: it’s their learning that counts!

D. Pilot Implementation: a MySQL “CLAIserver” at Indiana University

Student work: learn by doing annotations + connections

Information delivery through paper and web.
bodhisattva

**Definition:** A “future Buddha,” or anyone devoted to achieving perfect enlightenment on behalf of all living beings and unsatisfied with any attainment that solely benefits him/herself; also refers to a number of prominent religious models (called “celestial bodhisattvas” for lack of a better English term) in Mahayana Buddhism. Initially the term was used to refer to the individual who would become the Buddha, both in his life and in the past and future. Usually the term is reserved for a category of bodhisattvas who are slightly inferior to the Buddhas; bodhisattvas are differentiated from buddhas by being more active within the world on behalf of living beings.

**Explanation:** Technically, a bodhisattva is anyone who has experienced bodhicitta, the intention to achieve perfect enlightenment on behalf of all sentient beings. Initially the term was used to refer to the individual who would become the Buddha, both in his life and in the past and future. Usually the term is reserved for a category of bodhisattvas who are slightly inferior to the Buddhas; bodhisattvas are differentiated from buddhas by being more active within the world on behalf of living beings and unsatisfied with any attainment that solely benefits him/herself; also refers to a number of prominent religious models (called “celestial bodhisattvas” for lack of a better English term) in Mahayana Buddhism.

**Category:** deity

**Sanskrit (Sankrit):** bodhisattva

**Alternates:** PY: pusa, ku-śī; WC: p-u-sa, ku-śī

**Category:** deity

**Synonyms:** pusa, ku-śī; WC: p-u-sa, ku-śī

**Definition:** A “future Buddha,” or anyone devoted to achieving perfect enlightenment on behalf of all living beings and unsatisfied with any attainment that solely benefits him/herself; also refers to a number of prominent religious models (called “celestial bodhisattvas” for lack of a better English term) in Mahayana Buddhism.
Information update: It is very commonly stated in English-language sources that bodhisattvas are just one step from achieving enlightenment, but hold back on behalf of other living beings. This motif occurs only rarely in the original texts, and it seems to have become emphasized through comparison with the nobility of self-abnegation in Christian theology. Actually, bodhisattvas are dedicated to achieving the same perfect enlightenment experienced by the buddhas, and they are working as complete bodhisattvas. Nevertheless, bodhisattvas are described to achieve the same perfect enlightenment through comparison with the nobility of self-abnegation in Christian theology. Actually, bodhisattvas are dedicated to achieving the same perfect enlightenment experienced by the buddhas, and they are working as complete bodhisattvas. Nevertheless, bodhisattvas are described to achieve the same perfect enlightenment through comparison with the nobility of self-abnegation in Christian theology. 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II. TimeMap Java: Less would be more

A. Critique: current TimeMap Interface is too rich in capabilities; less would be more

B. Goal: construct series of exercises (interactive demonstrations) accommodating progressive scales of term (weeks throughout semester or quarter)

language (English, Chinese/Japanese, diacritical marks)

grade level (elementary, middle, high school, college, graduate)

ECAI has been primarily research-oriented; “more is better”
3. Change of layout based on XML/XSLT events

2. Options for student selection (within instructor-determined range)

1. Initial instructor-determined settings

Must be able to edit layout according to:

- Eliminate/select features

"Customising Map Layouts": default layout, xml can be edited to

Ian Johnson, et al., TimeMap TMJava User Manual, Chapter 5:

C. Focus: development of TMJava layout capabilities
1. Begin exercise sequence with no user-selectable features, predetermined map display, capabilities based on user profile as established by instructor, and text display and input areas at bottom of screen.

Example: Map of Asia, with student instructed to click mouse on areas at bottom of screen. The area as established by instructor, and text display and input predetermined map display, capabilities based on user profile.

D. An exemplary exercise series
2. In subsequent step, or based automatically on successful student response, display changes to reveal new map layers.
3. Based on successful student response, display changes to show existence of different map layers and so as to allow students to select them. Student is asked to try out different layers and gauge their significance to a specific study question.
4. Following this, display changes to show limited set of sites, with mouseover instructions and links to information about them. Student is asked to search other course resources or reference materials in contributing information.

Example: Display reveals "Silk Road" routes throughout Asia, initially with only most major cities and sites indicated. Student is assigned a site according to user ID, and required to add information from one of the different sources assigned to be used in the course. For high school and undergraduate students, this might be Sally Hovey Wriggins' Xuanzang: A Buddhist Pilgrim on the Silk Road (Boulder, Colo.: Westview Press, 1996); for graduate students it might be Ji Xianlin and Ji Anda's Da Tang Xiyu ji zhu (Beijing: Zhonghua shuju, 1985). Information will be added to "CLAIserver" as draft contribution, to go through pre-established editorial process.
III. Conclusions

A. Recommendations primarily involve XML/XSLT techniques for predetermined and on-the-fly modifications of the default layout.xml file.

B. Coordinated use of MySQL "CLAIserver" and ECAI TimeMap Interface should establish patterns of usage that could be replicated in other learning situations.

C. Without need for any change in current ECAI software or resources, more means less.